



# **Federal Adequate Yearly Progress (AYP) Summary Report 2010-11**

<b>District :</b>		
<b>Name :</b>	TOOELE DISTRICT	
<b>Number :</b>	30	<b>Grade Span :</b> 10-12
<b>Did district make AYP?</b>		<b>Yes*</b>



2011 - 13

Language Arts						Mathematics				
Group	Participation	Academic Achievement	Safe Harbor		Group OK?	Participation	Academic <sup>5</sup> Achievement	Safe Harbor		Group OK?
			10 % Rule	Additional <sup>2</sup> Indicator				10 % Rule	Additional <sup>2</sup> Indicator	
Whole LEA	Yes	Yes			Yes	Yes	Yes			Yes
Asian	NA	NA			Yes	NA	NA			Yes
African American	NA	Yes			Yes	NA	Yes			Yes
American Indian	NA	NA			Yes	NA	NA			Yes
Caucasian	Yes	Yes			Yes	Yes	Yes			Yes
Hispanic	Yes	No	Yes	Yes	Yes	Yes	Yes*			Yes*
Pacific Islander	NA	NA			Yes	NA	NA			Yes
Economically Disadvantaged	Yes	Yes*			Yes*	Yes	Yes			Yes
Limited English Proficient	NA	No	Yes	NA	Yes	NA	Yes*			Yes*
Students with Disabilities	Yes	No	Yes*	Yes	Yes*	Yes	No	No	Yes	No

Did the district and every group make AYP in the content area?	Grade Span	Language Arts	Mathematics
	3-8	Yes*	Yes*
	10-12	Yes*	No
Did the district make AYP? <b>Yes*</b>	Language Arts		Mathematics
Is the district in Program Improvement? <sup>4</sup> <b>No</b>	Year in Program Improvement		

**1** To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)

**2** Grad Rate is used as the additional indicator for all High School Student Groups. For all other reports attendance is used for the additional indicator.

**3** GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.

**4** If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details

**5** 2011 Secondary math calculations use only Algebra 1 scores of 10th grade students

## **KEY**

Yes	Group meets the requirement
No	Group does not meet the requirement
Yes*	Group within width of confidence interval of meeting requirement
NA	Group too small to be required to meet standard
Shaded Cell	Group not required to meet this requirement



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2011 - 13

Group	Language Arts (GOAL <sup>3</sup> = 82%)						Mathematics (GOAL <sup>3</sup> = 40%)						Attendance Graduation			
	Participation		2011 Test Scores		2010 Test Scores		Group OK?	Participation		2011 Test Scores		2010 Test Scores		Group OK?	Rate	Rate
	N	%	N	%	N	%		N	%	N	% <sup>5</sup>	N	%		%	%
Whole LEA	890	100	853	84	856	83	Yes	947	99	862	56	745	26	Yes	95	83
Asian	4	N<40	3	N<10	7	N<10	Yes	4	N<40	2	N<10	5	N<10	Yes	N<40	N<40
African American	18	N<40	18	89	12	58	Yes	20	N<40	19	47	7	N<10	Yes	96	N<40
American Indian	7	N<40	7	N<10	13	62	Yes	9	N<40	9	N<10	18	11	Yes	N<40	N<40
Caucasian	745	100	719	86	735	86	Yes	790	99	727	59	618	26	Yes	95	85
Hispanic	108	100	100	70	77	62	Yes	114	98	97	36	89	24	Yes*	94	71
Pacific Islander	6	N<40	4	N<10	12	83	Yes	7	N<40	5	N<10	8	N<10	Yes	N<40	N<40
Economically Disadvantaged	314	99	296	79	300	75	Yes*	338	99	300	45	300	28	Yes	94	79
Limited English Proficient	29	N<40	27	59	47	53	Yes	31	N<40	27	26	55	22	Yes*	95	N<40
Students with Disabilities	113	99	109	47	106	50	Yes*	114	99	106	25	111	39	No	94	84

Did the district and every group make AYP in the content area?

Grade Span	Language Arts	Mathematics
3-8	<b>Yes*</b>	<b>Yes*</b>
10-12	<b>Yes*</b>	<b>No</b>
	Language Arts	Mathematics

Did the district make AYP? **Yes\***

Is the district in Program Improvement? <sup>4</sup> **No** Year in Program Improvement

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2011 - 13

Group	Language Arts (GOAL <sup>3</sup> = 82.0%)				Mathematics (GOAL <sup>3</sup> = 40.0%)				Additional Indicator	
	Participation %		Academic Achievement		Participation %		Academic Achievement		Attendance Rate	
	District	State	District	State	District	State	District	State	District	State
All Students	100	100	84	87	99	100	56	63	95	94
Asian	N<40	99	N<10	83	N<40	100	N<10	65	N<40	96
AfAm/Black	N<40	100	89	67	N<40	99	47	42	N<40	92
American Indian	N<40	99	N<10	71	N<40	99	N<10	40	N<40	92
White	100	100	86	91	99	100	59	68	95	94
Hispanic/Latino	100	99	70	71	98	99	36	37	94	92
Pacific Islander	N<40	99	N<10	75	N<40	100	N<10	48	N<40	94
Economically Disadvantaged	99	99	79	78	99	99	45	48	94	92
Limited English Proficient	N<40	99	59	44	N<40	100	26	21	N<40	92
Students with Disabilities	99	99	47	55	99	99	25	30	94	91

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**2011 - 13**

# of LEP students exempted from AYP calculations: 1

## **Count of NCLB Classes Reported to the Clearinghouse, For Poverty Quartiles, Taught by Highly Qualified Educators for School Year 2010-2011**

	Not Highly Qualified	Highly Qualified	Total Classes Warehse	Percent Not HQ	Percent Highly Qualified
<b>TOOELE DISTRICT</b>	<b>224</b>	<b>1,419</b>	<b>1,643</b>	<b>13.63%</b>	<b>86.37%</b>
<b>Elementary</b>	<b>29</b>	<b>287</b>	<b>316</b>	<b>9.18%</b>	<b>90.82%</b>
1st Poverty Quartile	0	0	0		
4th Poverty Quartile	5	57	62	8.06%	91.94%
Other Poverty Quartiles	24	230	254	9.45%	90.55%
<b>Secondary</b>	<b>195</b>	<b>1,132</b>	<b>1,327</b>	<b>14.69%</b>	<b>85.31%</b>
1st Poverty Quartile	24	27	51	47.06%	52.94%
4th Poverty Quartile	38	220	258	14.73%	85.27%
Other Poverty Quartiles	133	885	1,018	13.06%	86.94%

**\*\* This report does not reflect assignments reported to CACTUS**

**\*\* 4th Poverty Quartile is the quartile with the highest poverty percentage**

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